



EDUCATION

with altitude

JOURNEY OF A POSTCARD

Teachers Notes

Used to support a self-guided visit to Eureka Skydeck, this activity teaches students the process of how mail is sent using the highest post-box in the Melbourne.

Pre-Visit Activities

Before your visit to Eureka Skydeck use these activities to support your excursion.

LESSON ONE

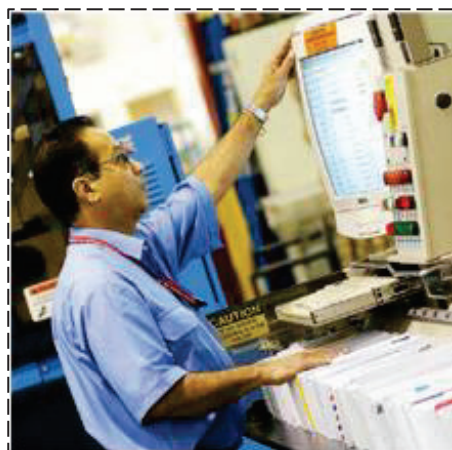
Objective: Students will be able to identify the process of how mail is sent. They will be able to match a written description to the correct picture.

Steps

1. Have students brainstorm ideas about the journey a postcard takes from sender to the final destination. Discuss this as a class.
2. Put students into small groups, hand out the big pictures 1-5. Every group tries to sort the pictures in the right order. Each student takes one picture and the whole group can build a human timeline, standing in the right order of the journey the postcard takes. (The same procedure can be done with the whole class together, instead of the group) Groups can take turns, presenting their journey to the class.
3. Students complete Activity 1: Journey of a Postcard.

JOURNEY OF A POSTCARD

Cut out the pictures and put them in the right order then cut out the description and put it underneath the correct image.



The mail is sent to its destination. It travels in all sorts of ways – by van, truck, airplane, ship and train.

Your postcard starts its journey in the mailbox. The postcard gets collected and taken to the local post office.

From there the mail gets transported to a mail centre. Each postcard gets a barcode, which can be read by machines that sort out the mail. Conveyer belts transport the postcards to the right box, which contains the mail that goes to the same place.

At the local post office, the mail gets sorted out again, this time by hand. The mailman puts them in the different trollies.

Finally, the mailman brings the postcard to your address. You've got mail!!!

LESSON TWO

Objective: Students will be able to identify the purpose of a postcard and what is written on one.

Procedure

1. Discuss postcards by showing examples. Ask if anyone has sent/received a postcard or seen them in a gift shop. Students can give their ideas about the purpose of postcards and what is written on one e.g. Postcards are short letters. They don't need envelopes. People usually send postcards when they are away on holidays. These messages are short and simple, not too personal because the mail man can read the message as well. Usually the people describe the place where they are and what they are doing. Teachers can list ideas of typical postcard messages on the board.
2. Have students identify the different parts of a post card and then have them write their own and decorate the front. See Activity Sheet.
3. Tell students that they will be visiting Eureka Skydeck and sending a postcard to themselves or a family member or friend about their visit. They will also be posting their post card from the highest post box in Australia!

<p>Greetings: Say hello, and show who you are writing to.</p> <p>Body: Here is what you are telling the other person. Your message.</p> <p>Closing and Signature: Say goodbye and who the postcard is from.</p>	<div data-bbox="1155 1019 1289 1167" style="border: 1px solid black; padding: 5px; text-align: center;">STAMP GOES HERE</div> <p>Your Friend's Address Write down your friends full address here.</p>
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Used to support a self-guided visit to Eureka Skydeck, this activity teaches students the process of how mail is sent using the highest post-box in the Melbourne.

Aligned with the Victorian Curriculum F-10 and is designed for **levels F, 1, 2, 3 and 4**.

Strong Emphasis
 Some Emphasis
 Not Applicable

Learning Area	Discipline	Strand	F	1	2	3	4
English	Reading and Viewing	Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Writing	Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Speaking and Listening	Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Arts	Visual Arts	Explore and Express Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and Social Capabilities	Self-Awareness and Management	Development of Resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social Awareness and Management	Relationships and Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative and Critical Thinking		Questions and Possibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Meta-Cognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>